DOCUMENT RESUME

ED 119 755 JC 760 147

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TITLE Class Time Scheduling at Bakersfield College.
INSTITUTION Bakersfield Coll., Calif.
PUB DATE Feb 76
NOTE 17p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Community Colleges; Courses; *Junior Colleges; Junior College Students; *Scheduling; *School Schedules; *Student Opinion
IDENTIFIERS Bakersfield College

ABSTRACT

During the spring semester 1976, 521 day students at Bakersfield College responded to a 12-item questionnaire designed to (1) determine general student feelings toward present scheduling patterns for three unit lecture courses, (2) determine if students were confused by either irregular patterns of days in scheduling (i.e., TWF, MTTh, TThF) or by irregular patterns of hours (i.e., TTh 9:30, F 10:30), (3) determine if students were unable to take classes they wanted because they were scheduled at the same time and/or were offered in too narrow a time span, (4) determine if students favored certain scheduling changes such as scheduling more afternoon classes, and (5) seek other student suggestions for reform of class time scheduling. Results indicate that most students were satisfied with the present class time scheduling pattern, most were not confused by either irregular day patterns or irregular hour patterns, and most were opposed to the idea of scheduling more classes in the afternoon to avoid conflict. About 42 percent of the respondents indicated that they were unable to take courses because they were offered at the same time, and about 49 percent indicated that too many courses were concentrated in the morning. The questionnaire, which includes an outline of present scheduling patterns, is appended. (DC)

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CLASS TIME SCHEDULING AT BAKERSFIELD COLLEGE

A study conducted at the request of the student body president and department of instruction.

by

David C. Scott
Office of Institutional Research
Bakersfield College
February, 1976

JC 760 147

Introduction

During the Fall semester, 1975, the Office of Institutional Research was approached by the student body president to survey student opinion on the time scheduling patterns used for classes at Bakersfield College. After consultation with the department of instruction, it was decided to survey students in English classes concerning problems they had experienced in class time scheduling.

The questionnaire (see copy in Appendix) was designed to:

1) determine general student feelings toward present class time scheduling patterns;

2) determine if students were confused by either irregular patterns of days in scheduling, i.e. TWF, MTTh, TThF, or by irregular patterns of hours, i.e. TTh 9:30, F 10:30 or M 12:30, TTh 1:30;

3) determine if students were unable to take the classes they wanted because they were scheduled at the same time and/or were offered in a too narrow time span;

4) determine if students favored certain scheduling changes such as placing all three unit lecture classes on MWF (1 hour each day), and TTh (1½ hours each day), or scheduling more afternoon classes;

5) seek other student suggestions for reform of class time scheduling.

The questionnaire was kept short, 12 multiple response items with space for comments and basically confined to the scheduling of three unit lecture classes.

It was responded to by 521 day students in classes of six instructors - five English and one health - in early Spring semester, 1976. Their responses and written comments are presented and analyzed in the pages that follow.

Responses to Questionnaire

Students appeared to be generally satisfied with the present class time scheduling pattern as these figures indicate:

Response	Number	Percent
I am behind it 1,000%	68	13.9
It's all right	301	61.4
I have mixed feelings	90	18.4
I have mostly negative feelings toward it	20	4.1
It stinks	11	2.3

Large majorities of students reported they were not confused by either irregular day patterns or irregular hour patterns:

Confused by irregular days?

Response	Number	Percent
Yes	64	12.4
No	451	87.6

Confused by irregular hours?

Yes	133	26.1
No	376	73.9

Students expressed a greater concern over being unable to take classes because they were scheduled at the same time and/or within a too narrow time span:

Unable to take courses because offered at same time -

Yes	215	41.8
No	299	58.2

Too many courses offered within narrow time span, i.e. 8:30-11:30 -

Yes	249	48.6
No	260	50.8
Maybe	3	.6

Most students who responded yes to the class conflict question listed the courses which they had been unable to take. Some listed them specifically, i.e. History 17A, others generally, i.e. physical education. Therefore, the courses are listed below just as the students wrote them. These courses are grouped by department. The department percentages are based on the 514 to respond to the survey item.

		Number	Percent
Health and Physical Education		42	8.2
Health	12		
Physical Education	9		
Tennis	3		
Racquetball	2		
First Aid	2		
Modern Dance	2		
Volleyball	2		
Slim and Trim	2		
Recreation	1		
Swimming	1		
P.E. 31A	1		
Backpacking	1		
P.E. 60	1		
P.E. 6V	1		
Gymnastics	1		
P.E. 36D	1		

		Number	Percent
Social Science		30	5.8
History	6		
History 17A	6		
History 17B	5		
History 30B	2		
Black History	2		
Econ	2		
Chicano History	1		
American Indian History	1		
History 1776	1		
History 10 (TV)	1		
History 3AB	1		
Social Science 53B	1		
Political Science	1		
English		25	4.9
English	8		
English 60	6		
English 28	3		
English 36	2		
English 1B	1		
English 35	1		
English 64	1		
English 1A	1		
American Indian Lit.	1		
Reading	1		
Mathematics		25	4.9
Math	13		
Math 6A	3		
Math 60	2		
Math D	2		
Math A	1		
Statistics	1		
Math 15	1		
Math 53B	1		
Trig	1		
Life Science		25	4.9
Biology	8		
Biology 11	6		
Anatomy 54	3		
Biology 1A	2		
Anatomy 43B	1		
Anatomy	1		
Biology 1B	1		
Environment	1		
Anat 42	1		
Bact 21	1		

		Number	Percent
Physical Science		20	3.9
Chemistry	4		
Chemistry 1A	3		
Chemistry 2A	3		
Geology	2		
Geology 11	2		
Chem 1B	1		
Geology 1B	1		
Physical Science	1		
Physics 1B	1		
Astronomy	1		
Industrial Drawing	1		
Sociology-Anthropology-Geology		19	3.7
Sociology	7		
Orientation	4		
Anthro	3		
Soc 2	2		
Geography	1		
Anthro 2	1		
Marriage	1		
Art		17	3.3
Art	6		
Ceramics	2		
Art 38	1		
Beginning Photo	1		
Basic Design	1		
Art 1AB	1		
Advanced Jewelry	1		
Art 34	1		
Glassblowing	1		
Lettering	1		
Art 1-2	1		
Psychology		13	2.5
Psychology	8		
Psych 1A	2		
Psych 10	1		
Psych 44	1		
Psych 45A	1		
Agriculture		9	1.8
Soils 1	2		
Soils 3	1		
Feedlot Man	1		
Agronomy	1		
Forestry	1		
Soils	1		
Animal Husbandry	1		
Forestry 2	1		

		Number	Percent
Business		7	1.4
Office Skills	2		
Secretarial	1		
Accounting	1		
Business Law 18A	1		
Business 54	1		
Business 52	1		
Public Service		6	1.2
Admin Justice	2		
Correction Inst	1		
Adm Just 17	1		
Corrections 3	1		
Ad Just 11	1		
Home Economics		6	1.2
Child Development	3		
Child Dev 13A	1		
Home Ec 14	1		
Nutrition	1		
Health Careers		5	1.0
Health Careers 50	2		
Medical Sci 60	1		
Medical Terminology	1		
ET 54B	1		
Music		5	1.0
Music	2		
Piano 5A	2		
Conducting	1		
Industrial Arts		4	.8
Wood 2	1		
Welding	1		
Woodshop	1		
Machineshop	1		
Philosophy		4	.8
Philosophy	2		
Philosophy 7	1		
Logic	1		
Foreign Language		3	.6
For Lang	2		
Spanish	1		

		Number	Percent
Drama		3	.6
Drama	1		
Drama 9MD	1		
Drama 27MD	1		
Forensics		1	.2

When asked whose time convenience classes were primarily scheduled for, student responses were:

Response	Number	Percent
Students	217	39.5
Faculty	258	47.0
Administrators doing the scheduling	74	13.5

Comments on these responses included the following:

> If you want students to spread out their schedule then make the teachers spread theirs out. They want to be home by 12.
>
> You hardly find any faculty around on Friday - students still have studies though. Must be nice to have a three day weekend.
>
> Everyone wants out by noon.

When asked if they had experienced any other difficulties with class time scheduling, responses were as follows:

Yes	43	8.8
No	447	91.2

Difficulties listed were:

> They don't specify whether the class you did elect has transferable credits to a 4-year college.
>
> The downtown courses start on the hour and run into classes up here.
>
> Getting to classes one after the other on time as the buildings are pretty far apart.
>
> Having to go to work.
>
> Not enough classes offered in mid-afternoon times, i.e. 4:30-6:30 MW to fill in for limited times during morning hours.

Too many classes closing too soon.

My evening class has excluded me from at least one job I might have had.

Because classes in the afternoon were cancelled because of low attendance.

My classes are too far apart, I have 2-3 hour breaks.

Downtown classes are not offered on campus. Don't have time to attend a downtown marketing class.

There are few classes that I can take after 12 noon until 7:00 o'clock. I work mornings. Need more afternoon classes 1:30-5:30 time period.

Not enough sciences with labs offered in the morning. They close out early making it difficult for someone who works in the afternoon to get a science with lab.

Students were evenly divided on the question of offering all 3 unit lecture courses on a MWF (1 hour each day) and TTh (1½ hours each day) pattern. Reaction to this frequently discussed plan was:

Response	Number	Percent
Yes	236	49.1
No	237	49.3
Doesn't matter	6	1.3
Don't know	2	.4

Student response was not enthusiastic about the idea of maintaining an all college hour when no classes are scheduled as both numerical and written responses below indicate:

It's very important	33	6.9
It should be considered	157	32.6
I don't care	142	29.5
It's not important at all	149	30.1

Comments:

No, because the people make up their schedule to fit that pattern anyway.

It would be just like high school again. There are too many students to be out at that time or anytime.

Because there are people who have to lose weight and should have a class.

If people have lots of activities they don't have to take classes during that period.

This may be the only time a student can take a class - they should be able to work it so they can have a lunch break.

Would be good for those who have late classes, it would give time for lunch. But for me it would not be good, I want to get out early but still carry a full load, I work.

No - I suggest using as much available time as possible to schedule classes.

The cafeteria would be jammed and there would be too much confusion.

Yes, because BC is a commuters college. A break would bring out more social fun on campus.

A majority of students expressed opposition to scheduling more classes in the afternoon to avoid conflict. Written comments indicated having jobs in the afternoon was the main reason for this opposition. If more classes were scheduled in the afternoon, however, a majority of students indicated they would be willing to take these classes. Specifically, responses were:

Do you favor more afternoon classes?

Response	Number	Percent
Yes	187	38.2
No	298	60.7
Maybe	5	1.0

Would you take a minimum of one of these classes?

Yes	280	57.1
No	199	40.6
Maybe	11	2.2

When asked if they had any further suggestions for class time scheduling, only 58 (12.3%) responded affirmatively. Written comments revealed no common patterns and seemed more to reflect problems or feelings unique to the individual writer as is indicated by responses reproduced below:

Every student should have the right to take all classes he wants and graduate on time, so there should be a better way to schedule.

There should be an easier way to make up your class schedule in a shorter amount of time.

Leave it alone, don't screw it up anymore.

This school is screwed. It is like a big high school. That's why so many people drop out of here. And the others are going here because that's all they can afford.

We are all of age to make our minds up, to pick the time we want, and students should remember that we're not kids going to grade school. Get your head together or get out!

Next year we should have more history classes.

Something should be done about people who have to work. It is not fair that people who work can't get their classes in the morning and the people who go all day don't work. They should be made to take one class late in the afternoon.

Have longer break in between classes that are far apart.

Do something about the people who repeatedly sign up for classes every semester and never show up or show up for a couple of weeks and drop out.

The classes should be larger.

I think the 7:30 classes should be moved up to at least 8:00.

It should not be considered or left up to the students because everyone wants their own way and I think that it is impossible to please everyone. I think the poll is good to just see how we as students feel.

Have classes on Friday nights.

A few Tues-Thurs-Sat classes should be offered in the morning.

I'm going out for a sport this spring. I felt that spring or fall sports should be later in the day. Some people might need to take a class then. This cou'd slow their chances of being in sports.

Section the basic classes at different times; ex. English could be at 8:30-9:22, history, 9:30-10:22 MWF.

I would prefer to have my classes all in the morning because this is when I'm at my best.

I like to have all my classes in the mornings as I work nights and it gives me time in the afternoons. I tried to get an auto shop or art class, but the only ones available did not get out until 3:30.

Start classes on the hour, i.e. 8:00 to 8:50, because most jobs start on the hour.

Not so many classes scheduled during lunch.

I like having all my classes before 2:30. Like many other students, I have a child to take care of. The morning classes just make it much easier on me, my daughter, and my husband.

Schedule more classes in the morning.

Offer more at night.

9:30 - 10:30 - 11:30 seems to be when all teachers want their classes.

In P.E. schedule more classes such as tennis and gymnastics at more times. Not just one.

To have classes end at 12:30 on Friday.

More morning labs, i.e. 7:30-10:30.

Do not make lecture courses 1½ hours in length. Many students can't take required courses because of their length and time placement.

1½ hour classes on TTh are too long. Most students can't concentrate sitting in the same place for that amount of time.

Rooms specified should be large enough for enrollment obtained. Many rooms have far too many students in them for adequate learning.

Shorter evening classes if possible.

Have more classes scheduled during 11:30-12:30.

If you were to have #8 go into effect the ½ hour would affect someone's taking say an art class or shop class, the class would have already started so you'd have to wait ½ hour for a next class.

Try to schedule two similar classes at different times. This would help those students who are interested in a specific area (e.g. journalism, drama) since they could then take both of these similar classes and not be forced to choose one or the other.

Conclusion

Student responses do not indicate an overwhelming mandate for change in class time scheduling patterns. Some experimentation with TTh 1½ hour a day classes, and scheduling of more sections of required classes such as health, social science or math prior to 1:30 may be indicated, but no massive overhaul of Bakersfield College's traditional scheduling patterns should be undertaken if decisions are to be based on this survey alone.

APPENDIX:

1) Cover Letter

2) Class Time Scheduling Questionnaire

BAKERSFIELD COLLEGE

ASSOCIATED STUDENTS

BAKERSFIELD, CALIFORNIA

TO: Bakersfield College Students

FROM: Bob Lienhard, A.S.B. President

SUBJECT: Class Time Scheduling Questionnaire

The questions that follow are designed to obtain your opinion concerning the present class time scheduling pattern for 3 unit lecture classes at Bakersfield College. Your responses will be compiled, analyzed and presented to those responsible for scheduling in the hopes that they will be used as the basis for building a schedule which is more convenient to Bakersfield College students.

Since several questions on the following pages relate to three hour week time patterns, printed below are the patterns that were used this semester:

THREE HOUR WEEK PATTERNS

7:30am	MWF	
8-9:22am	TTh	
8:30am	MWF	
9:30am	MWF	
9:30am	TTh	10:30am F
10:30am	MTTh	
11:30am	TWF	
12:30pm	TWF	
1:30pm	MWF	
1:30pm	TTh	12:30pm M
2:30pm	MTTh	
3:30pm	MTTh	

Please answer the questions carefully and honestly. Feel free to explain any of your answers in writing. Do not put your name on the paper. When you have finished, return the questionnaire to your English instructor.

Thank you for your cooperation.

1/76

BAKERSFIELD COLLEGE
Class Time Scheduling Questionnaire

In the column below please circle the most appropriate response

1. What is your opinion of the present class time scheduling pattern?

I am behind it 1,000%
It's all right
I have mixed feelings
I have mostly negative feelings toward it
It stinks

2. Did the present scheduling pattern confuse you because of the irregular pattern of days, i.e., TWF, MTTh, TThF? Yes No

3. Did the present scheduling pattern confuse you because of the irregular pattern of hours, i.e., TTh 9:30 and F 10:30, M 12:30 and TTh 1:30? Yes No

4. Were you unable to obtain the classes you wanted because they were all scheduled at the same time? Yes No

If your response is yes, please list the classes you were unable to take because of the conflict.

5. Do you believe too many courses are offered within a narrow time span, i.e., between 8:30 and 11:30? Yes No

6. Do you feel courses are primarily scheduled at times convenient to -

Students
Faculty
Administrators doing the scheduling
Other, please specify

_____

---continued on back of page

7. Have you experienced difficulties with the time scheduling other than time and day confusion and classes at conflicting times? Yes No

   If your response is yes, please specify the difficulty.

8. Would you favor a schedule reform which would place all 3 unit lecture classes on a MWF (1 hour each day) and TTh (1½ hours each day) pattern? Yes No

9. In setting up a schedule, how do you feel about maintaining an all college hour when no classes are scheduled (for example, 11:30 Th or 12:30 F) -

   It's very important
   It should be considered
   I don't care
   It's not important at all

10. Do you favor scheduling more classes in the afternoon (1:30 and after) to avoid class conflicts? Yes No

11. If more classes were scheduled in the afternoon, would you be willing to take a minimum of one of these classes? Yes No

12. Do you have any other suggestions for reform of class time scheduling? Yes No

    If your response is yes, please specify below.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 26 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES